LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, and the university's Indigenous Strategy.

Course & Session Number	SOWK 429 S01	Classroom	Online
Course Name	Africentric Social Work Practice		
Dates and Time	Regular (full-term) courses: May 5, 2025 to June 16, 2025. Start of Classes: May 6, 2025 End of Classes: Jun. 10, 2025 Dates and Time: See class schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](#)[1].		
Instructor	Ajwang' Warria, PhD.	Office Hours	As Requested
UCalgary E-mail	Ajwang.Warria@ucalgary.ca	UCalgary Phone	403.220.4959 (Email preferred)

SYLLABUS STATEMENT

Learners critically examine African-centred worldviews, philosophies, values, and principles in historical and contemporary contexts, which inform the application and an exploration of the interconnections with anti-racist and anti-colonial Social Work.

COURSE DESCRIPTION

Africentric Social Work Practice informs anti-racist and "generalist" social work practice by equipping you with skills to critically analyze historical and contemporary institutional and systemic discrimination, anti-Black racism, oppression, colonialism and the legacy of slavery. As students, you will learn some experiential strategies and interventions that are grounded in Africentric principles and values of interdependence, spirituality, collectivism, transformation and agreed norms of obligation and reciprocity, that advance and promote social justice in social work. This infusion of Africentric theory and practice in the social work curriculum is informed by intersectionality, critical race theory, anti-colonialism and seeks to decolonize social work. In addition, centering Africentric perspectives aligns with the Code of Ethics on respect for diversity and helps diversify social work's generalist approaches to practices beyond dominant Western and Eurocentric knowledge bases. Knowledge and skills acquired

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

from this course will prepare you to understand the intersectional realities and work effectively with Black communities and all other marginalized social groups. In enhancing classroom safety, time will be set aside at the end of the synchronous classes, for a conversation/debrief on what you found to be the most challenging material to engage with.

The sessions of this course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., submit a brief reflection). There will be several asynchronous sessions embedded in synchronous Zoom sessions, with 1 full synchronous session throughout the course.

Prerequisite: Admission to BSW Program
Antirequisite: Credit for Social Work 429 and 555.55 (Africentric Perspectives in SW) will not be allowed*

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:
1. Develop an understanding of the history of slavery and colonialism of people of African descent.
2. Gain awareness of the past and present social, economic, and political systems that have influenced the experiences of people of African descent in Canada and globally.
3. Examine anti-Black racism at the micro, mezzo, and macro-levels and within social work education and practice and identify areas in which to take concrete action.
4. Explore how your social location informs your understanding of existing systems and structures and engagement with Black communities in Canada.
5. Demonstrate a comprehensive knowledge of the diverse histories of people of African descent, cultures, African ways of knowing (epistemologies) and being (ontologies).
6. Critically examine ways of integrating and applying Africentric theory, principles (e.g., ubuntu) and modalities.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Mullings, D.V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work.* Fernwood Publishing.

Additional required readings are indicated in the class schedule. The readings are posted in the Leganto Reading List in D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

This course invites you to explore People of African descent, racialized as Black communities' unique experiences of colonial violence and provides you with tools to identify, interrogate, and challenge social injustices and racial violence. The course will prepare you to recognize the interconnections between Africentric perspectives and other social work approaches. You will explore Africentric practice approaches including collectivity, reciprocity, and interdependence while engaging in critical reflexivity to interrogate and challenge personal and societal biases, and pejorative stereotypes.

RELATIONSHIP TO OTHER COURSES

This course introduces knowledge and skills for working with People of African descent, racialized as Black communities and all other racial equity deserving and marginalized social groups that can be applied across learning in all BSW courses and practicum.

CLASS SCHEDULE

Important Dates for Spring 2025
- o Start of Term: Thursday, May 1
- o First Day of Class: Monday, May 1
- o End of Term: Sunday, June 29
- o Last Day of Class: Monday, June 16
- o Fee Deadline: Tuesday, May 13
- o Victoria Day, no classes: Monday, May 19

Class Schedule

Date and Time	Themes and Readings
May 6, 2025 Tue. 9-3:50pm Zoom	**Opening Circle** Elder Kerry/Deadra Neufeld – TBC **Introduction | Overview of the Course | Review of Assignments** Reflective Question: *What do I already know about this topic? What do I want to know?* Adichie, C. The danger of the single story. Watch: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en [21:37 mins] Bent-Goodley, T., Fairfax, C.N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. *Journal of Human Behavior in the Social Environment, 27*(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682

	Thabo Mbeki "I'm an African" Listen: https://www.youtube.com/watch?v=CY_r9jcFajg [15 mins] Udah, H., Tusasiirwe, S., Mugumbate, R. & Gatwiri, K. (2025). Ubuntu philosophy, values, and principles: An opportunity to do social work differently. *Journal of Social Work.* https://doi.org/10.1177/14680173241312749 **Black Migration** [Inc. Trans-Atlantic Slave Trade] Reflective Question: *What personal-collective experiences or stories have shaped your understanding of migration and how can we work towards a more just and equitable migration system in Canada?* M'baye, B. (2006). The economic, political, and social impact of the Atlantic Slave Trade on Africa. *European Legacy, 11*(6), 607-622. https://doi.org/10.1080/10848770600918091 Migration: The story of migration. Watch: https://positivenegatives.org/story/mideq-2/thestoryofmigration/?language=english [7mins] Significant events in Black history in Canada. Read: https://www.canada.ca/en/canadian-heritage/campaigns/black-history-month/historic-black-communities.html
May 13, 2025 9-11:50am Zoom	**Discrimination and Racism** Reflective Question: *Think of a time that you witnessed racial inequality. How did it shape or alter your worldview?* **Guest Lecturer**: Dr. Yahya El-Lahib Jeyapal, D. (2017). The evolving politics of race and social work activism: A call across borders. *Social Work, 62(*1), 45–52. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/sww069 Mosley, D.V., Hargons, C.N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counselling Psychology, 68*(1), 1-16. https://doi.org/10.1037/cou0000430 Ezeanya-Esiobu, C. (2017). How Africa can use its traditional knowledge to make progress. Watch/Listen: https://www.ted.com/talks/chika_ezeanya_esiobu_how_africa_can_use_its_traditional_knowledge_to_make_progress [17 Mins]
1-3:50pm Asynchronous	**Watch:** "12 years a slave" [2h14mins] Available via library Criterion on demand [Write the reflective piece for this week based on this movie]

May 20, 2025 9-10am Asynchronous	**Indigenous World Views: "Ubuntu"** Watch: Mugumbate, R. (2021). Ubuntu philosophy simplified https://www.youtube.com/watch?v=wuiJWaOmUV0 [15:57 min] **Questions for Group Discussion:** Group 1: *What are the core assumptions of this theory, and how might they be challenged?* Group 2: *How does this theory compare to other theories used by social workers?* Group 3: *What is the relevance of Indigenous worldviews like "Ubuntu" in Canada today?* Group 4: *What are the practical implications of this theory, and how might it be used to solve psychosocial challenges?* Group 5: *What are the limitations of this theory, and what are the potential consequences of those limitations?* All Groups: *How does this theory resonate with your own experiences or beliefs?*
10:15- 11:50am Zoom	Fairfax, C.N. (2016). African philosophy: The center of African-centered social work. *Journal of Human Behavior in the Social Environment*, *27*(1–2), 7–14. https://doi.org/10.1080/10911359.2016.1252599 Pellebon, D.A. (2007). An analysis of Afrocentricity as theory for social work practice. *Advances in Social Work, 8*(1), 169-183. https://doi.org/10.18060/139 Schiele, J.H. (1996). Afrocentricity: an emerging paradigm in social work practice. *Soc Work, 41*(3), 284-94
1-3:50pm Asynchronous	**Group Project**
May 27, 2025 9-3:50pm Zoom	**Beyond Dominant Western Conceptions of Trauma and Stress: Application and Skills Development in Africentric Approaches** Reflective Question: *How will I use what I have learned in the future social work practice with individuals, families, groups and communities?* **Application I: Social Work Practice** Abani, C. (2007). Telling stories from Africa. Watch TedGlobal: https://www.ted.com/talks/chris_abani_telling_stories_from_africa [20:29 Mins] Binta, T. (May, 2024). A celebration of West African cuisine. Watch/Listen: https://www.ted.com/talks/fatmata_binta_a_celebration_of_west_african_cuisine [12:13 Mins]

	Hatcher, S.S., King, D.M., Barnett, T.M., & Burley, J.T. (2017). Mental health for youth: Applying an African-centered approach. *Journal of Human Behavior in the Social Environment, 27*(1-2), 61-72. https://doi.org/10.1080/10911359.2016.1259930 McGrady, C. (Sept. 29, 2024). The Black Church Has a Gen-Z Issue: 'They Don't Come Into the Building Anymore' Read: https://www.nytimes.com/2024/09/29/us/politics/black-church-gen-z-attendance.html Also available in library ProQuest database. Mugumbate, J.R., Mupedziswa, R., Twikirize, J.M., Mthethwa, E., Desta, A.A., & Oyinlola, O. (2023). Understanding Ubuntu and its contribution to social work education in Africa and other regions of the world. *Social Work Education*, *43*(4), 1123–1139. https://doi.org/10.1080/02615479.2023.2168638 Mullings, V.D., Giwa, S. & Adam, A. Black Caribbean Canadian Elders. (2021). In D.V. Mullings, J. Clarke, W.T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp.). Fernwood Publishing. Nwoye, A. (2022). 'Writing the Body: An Africentric Theory of the Gates of Stress', *African Psychology: The Emergence of a Tradition.* Oxford Academic Press. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/oso/9780190932497.003.0009 Nyirinkwaya, S**.** (2020). Games, activities, and narrative practice: Enabling sparks to emerge in conversations with children and young people who have experienced hard times. *International Journal of Narrative Therapy and Community Work, 1*, 34-45. https://search.informit.org/doi/10.3316/INFORMIT.066538358989484
Jun. 3, 2025 9-3:50pm Zoom	**Application II: Policy** Anderson-Carpenter, K.D. (2021). Black Lives Matter Principles as an Africentric Approach to Improving Black American Health. *J Racial Ethn Health Disparities, 8*(4), 870-878. https://pmc.ncbi.nlm.nih.gov/articles/PMC8285325/ Bernard, W.T. & Smith, H. (2018). Injustice, Justice, and Africentric Practice in Canada. *Canadian Social Work Review / Revue canadienne de service social*, *35*(1), 149–157. https://doi.org/10.7202/1051108ar Clarke, J., Pon, G., & Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D.V. Mullings, J. Clarke, W.T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 94-123). Fernwood Publishing. Agbaroji, S. (2025). Rebalance the scales of justice and dignity - Listen: https://www.youtube.com/watch?v=SBLdwp5l99o [8:09 mins]

	Application III: Research Bernard, W.T. (1999). Working with Black men for change: The use of participatory research as an empowerment tool. In Jim Wild (Ed.) *Working with men for change*, (pp. 59-72). London, UK: UCL Press. Chambers, L.A. (2021). Decolonizing social work research. In D.V. Mullings, J. Clarke, W.T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 73-92). Fernwood Publishing. Lateef, H., Gale, A., Boyd, D., Arab, H., Amoako, E., & Williams, E.D. (2022). African-Centered Social Work in the 21st Century: A Content Analysis. *Soc Work, 68*(1), 28-37. doi: 10.1093/sw/swac041. PMID: 36308774
Jun. 10, 2025 9-3:50pm Zoom	**Facilitated Dialogues**
Online Content 29 hours Synchronous, 10 hours asynchronous videos, readings, group work and assignments	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY
All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)
The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)
Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services

(SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Situating Oneself - "I am …" Poem Discussion Board Activity (10%) | Due Date: Tuesday May 6 by 11:59pm

Aligned Course Learning Outcomes: 4

Assignment Description: Figuring out who one is, what their purpose is and how to fulfil this is a reflective experience and an ongoing, lifelong journey. Indeed, we grow, and we change. Students should complete an "I am …" profile of themselves on the Discussion Board on D2L. Talk about yourself and who you are. You can use imagery words and phrases to define yourself [and connections to others] or to illuminate descriptive personal traits – your layers of complexities, simplicities and vulnerabilities as much as you feel comfortable. Not all poems/written or narrated work have to rhyme. Give yourself some flexibility. This is about you and reflectively situating yourself. Do not write about how you want to be seen or who you wish you were. Have fun with this assignment!

Assignment Criteria: The profile should be 15 – 20 lines long. It can be submitted as a narration/oral or written work on both D2L and the Discussion Board. No rubric will be provided. No references are required.

Assignment 2: Reflections on Engagement and Learning Activities (20%) | Due Dates: Thursday May 9 & 16 by 11:59pm

Aligned Course Learning Outcomes: All

Assignment Description: Students are required to reflect on the Week 1 readings, activities and discussions and Week 2's movie ["12 years a slave"]. Briefly describe the activity/reading, link it to a theory or practice framework [or wisdom] and comment on new learning, areas for development (and how you hope to accomplish this growth), embodied experiences, and critical reflection or any remarkable aspects of seeing "yourself" (in terms of identity or experience) in the week's subject matter.

The purpose of this assignment is for students to develop critical reflexivity skills that deepen the integration of their lived experiences, beliefs, values, and assumptions, with readings, instruction, and discussion of scenarios in class. Consideration is placed on the awareness of power and privilege that may influence future social work practice with persons of African descent. In addition, what kind of learning would be helpful to you in your growth, as aligned to practising and engaging with people of African descent in Canada?

Assignment Criteria: Two reflective pieces, each 1.5 pages long – excluding the reference list. The grading will be based on identification and description of activity, linkage to academic concepts, alignment to areas for future growth and writing. Please note that the area of growth could be linked to

the power-privilege/s identified. Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation – which can be uploaded, with a brief written interpretation, on the Assignment folder on Dropbox. Use double spacing, and Times New Roman Font, size 12. Any references used in the reflective pieces should be cited appropriately using APA (7th ed.). Refer to assessment rubric that will be posted on D2L.

Assignment 3: Writing an Op-Ed (Dyads - 20%) | Due Dates: May 29 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description: Do you have an interesting opinion to share about people or communities of African descent? If you can express it clearly and convincingly in an op-ed article, you are likely to reach many people. An op-ed article attempts to persuade the reader of a particular viewpoint. Timing is critical and dominating issues catch readers interests and therefore op-ed editors want to publish them. In this assignment, you and your partner will decide on the issue of focus and opinion about how to improve matters. Your joint opinion piece will be clear, persuasive and have a well-argued call to action. (See: https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf)

Assignment Criteria: The op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivate your audience's attention. If possible, link your op-ed to a current issue in the news. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments, have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. It should use active voice, clear and simple language, and be jargon free. The word count is 850 to 1000. Use double spacing, and Times New Roman Font, size 12. Any references used in the reflective pieces should be cited appropriately using APA (7th ed.). An assessment rubric may be provided on D2L.

You have the option to submit your op-ed to a media source, and you are encouraged to do so as part of the social action expected of all critical social workers. While the submission itself is not part of the graded activity, you should write your op-ed with the intention of submitting it for publication.

Assignment 4: Facilitating Class Dialogue (50%) | See breakdown below

Aligned Course Learning Outcomes: All

Assignment Description: In this skill-based assignment, students are to work in groups comprising of 6 members where they facilitate a class dialogue on a selected Africentric Social Work-related topic of their choice. After the dialogue facilitation, students are also expected to finalize and submit one group paper, 3 pages long, where they reflect on their experience and discuss their (un)learning as they planned for and facilitated the dialogue.

This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical process of facilitating a dialogue on issues relevant to Africentric social work. Specifically, for this group facilitated dialogue, students are asked to choose any topic highlighted in class and facilitate a relevant class dialogue where they explore key issues and tensions that arise to them as they investigate the topics of their chosen day. Example to be shared in class.

Assignment Criteria: Group facilitators are expected to integrate classroom material (lectures, discussions, readings, and classroom activities) into their dialogue. Specific attention will be paid to facilitators' take on any policies, and practice and how they ground their analysis within the varied conceptual, theoretical and practice frameworks. Each group will meet with the facilitator for an hour to discuss their on-going preparations of the dialogue.

Part 1: Outline of Dialogue (Group - 5%) | Due Date: May 14, 2024 by 11:59pm

Assignment Criteria: The first step is to propose a topic and rationale (500 words) for the dialogue and provide a minimum of seven (7) references. In your submission indicate the names of the group members and the pre-identified roles that each person has been assigned. More details about this assignment, expectations and grading criteria will be discussed in class. The outline of the dialogue should be submitted on Dropbox in D2L

Part 2: Dialogue Facilitation (Group – 25%) | Due Date: June 10, 2024

Assignment Criteria: The facilitation of the dialogue should be 45 minutes including time for Q & A. Attention also will be paid to time management as well as the facilitators' way of i) articulating their analysis of the chosen topic; ii) its relevance to advancing experiences of people of African descent in Canada; iii) its links to social justice; iv) how the group examines the flows, the tensions, or contradictions inherent and relevant to their topics.

Key questions to consider include but are not limited to: i) what perspectives drive the issue? ii) how does the topic shape Africentric social work? iii) what are some intersectional assumptions, as they relate to theme/s discussed? iv) what micro-macro specific skills can be surfaced during the dialogue facilitation. In addition, groups are encouraged to use any creative facilitation formats they are comfortable with. Grades are assigned to the entire group.

Part 3: Meetings with the Instructor*2 (Group – 5%) | Vary: June 4, 2025 by 2pm

Assignment Description: The instructor will ensure students have opportunities to discuss their assignments (Zoom/In-person). Each group is required to meet with the instructor at least once (by June 4, 2025) before they facilitate the classroom dialogue for support to develop and finalize their group assignment. Groups are also expected to meet with the instructor after the facilitation (June 10, 2025) to debrief and jointly reflect on how their facilitation went – considering the preparations.

Part 4: Critical Analysis (Group - 15%) |Due Date: June 12, 2024

Assignment Description: Groups are to submit a 3-page paper reflecting on and analysing their experience facilitating the dialogue and exploring the issues they discussed in class. Students are expected to articulate the tensions they faced as they prepared for and presented their dialogue, discuss their (un)learning, present issues that surprised them and conclude with the key learnings and lessons that they will take with them to the field.

Assignment Criteria: This is a scholarly paper written on an Africentric social work theme linked to the dialogue facilitation exercise and with relevant bodies of social work scholarship. In addition, the paper should follow the 7th edition of APA referencing style.

Expectations also include answering the following questions: i) How did this dialogue help you understand the realities of people/communities of African descent and Africentric social work? ii) How does this relate to your own assumptions/biases/alliance/complicity with the issue/s explored? iii) What are some of the taken for granted assumptions about the issue tackled? iv) how will this influence your journey to become a reflective social worker?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS
- Students are expected to be fully present and engaged in each class activities and discussions.
- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students should work together on their group projects (where applicable) and the assignments should be submitted on time.
- When you miss a session, make-up options might be provided at the discretion of the instructor – but not in situations where (synchronous) participation is a component that will be graded.
- This course is partially based on experiential work; thus, participation and attendance are essential! Students who miss one or more class sessions, will have 5% of their course mark deducted for each missed session.
- Please refer to the UCalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith_Assignment 1).
- Assignments are due by 11:59pm MT on their due date [unless otherwise stated above].
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Students may request for additional time, prior to the due date, to complete the assignment. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. **No extensions will be given beyond June 17, 2025.**
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Any make-up assignments are subject to the discretion of the instructor.

- Please refer to the UCalgary calendar for more information on [supporting documentation for absences.](.).

EXPECTATIONS FOR WRITING
- The instructor will create opportunities to discuss the assignments during the class and consultation hours.
- Assessment rubrics will be posted on D2L, where applicable.
- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.
- Sources used in research papers must be properly documented in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

***For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises – to support your learning and the successful completion of the course.

ACADEMIC MISCONDUCT
It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

GRADING

The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from UCalgary Course Experience Surveys with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings and video recordings for the course will be provided to students in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct. They are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.
In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk